

RREPORT

of the Superintendent of Public Instruction to the Arizona Legislature

***English Acquisition Services:
a Summary of
Bilingual Programs and
English as a Second
Language Programs***

for School Year 1997-98

Lisa Graham Keegan, Superintendent
January 1999

In Compliance with ARS §15-756



State of Arizona
Department of Education

Lisa Graham Keegan
Superintendent of
Public Instruction

January 31, 1999

Dear Members of the Legislature:

The Arizona Department of Education (ADE) is required by law to submit an annual report summarizing the state's programs on behalf of Limited English Proficient (LEP) students. These programs are called bilingual education and English as a Second Language (ESL).

Our goal is to ensure that all Arizona students, regardless of primary language or culture, have equal access to an extraordinary education. Arizona is a diverse state with nearly 200,000 K-12 students whose primary home language is something other than English. We believe very strongly that our schools must be committed bringing all LEP students to a level where they can read and write proficiently in English at the earliest possible date. Reading and writing in English can and should be the top educational priority for the teachers charged with the education of LEP students.

As a state, we believe very strongly in bilingualism and the strength of diversity. However, the federal, state, and local role in funding programs for LEP students is to develop proficiency in English.

The English Acquisition Services Report is a compilation of information as school districts, individual schools and public charter schools submitted it to us. In some cases schools and districts reported conflicting information, causing confusion and making analysis difficult. In addition, although the deadline for submission of information was extended three times, 40 percent sent their data to the Department in December making thorough analysis impossible.

Significant progress was made in the way the Department collects data. For the first time, information was submitted electronically. Districts and schools entered their data directly on the ADE World Wide Web page through a system called Arizona Language Census and Program Report (ALCAP). This method of data collection replaced the inefficient and cumbersome paper-based reporting system of previous years and provides for improved collection and analysis. Moreover, it is a living data collection instrument that will collect more and better data as it is fused with the Student Accountability Information System (SAIS).

The report contains several detailed sections, broken down by district and school. These sections illustrate home language figures, reassessment numbers, achievement tests, program participation and staffing, funding and reporting compliance. Though not all districts and charter schools complied with the requirement to submit data, total response (including those districts and charter schools without LEP students) represented over 92 percent of Arizona's students.

The Arizona Department of Education, while not making specific policy recommendations in this report, believes very strongly that program reform is essential. For this past school year, less than 12 percent of reassessed LEP students were declared proficient in English; less than 5 percent of all LEP students were declared proficient in English. If we are a state that believes in providing an extraordinary education to all students and that raising student achievement levels is important, we cannot sit idly by and accept results like these. We must empower our parents, provide equal access to an extraordinary education for our students and reform these programs now.

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Program Funding

The information contained in this report was compiled from information submitted to the Arizona Department of Education by school districts, schools, charter schools, and charter school sites.

INTRODUCTION

Arizona Revised Statutes (A.R.S.) §15-751 through §15-756 require that all public school districts in Arizona provide specific instructional services designed to address the needs of Limited English Proficient (LEP) students. The legislation's goal is to enable students to become sufficiently proficient in English to succeed in classes taught in English. Charter schools are bound by this legislation as well. These statutes require all school districts and charter schools to report annually on the identification and assessment of LEP students, and the program services provided to them. They require district self-assessment and provide a funding provision (Group B weight) for school districts and charter schools that provide program services for LEP students.

This **English Acquisition Services Report** contains information from school districts, schools, and charter schools. It presents data summaries and detail covering the following areas:

- Primary home language identification
- Assessment
- Program services
- Achievement test results
- Reassessment
- Program staff and qualifications
- Funds used by districts and charter schools for LEP students

The report is arranged with background information and statewide summary data presented in the front section. Following the summary data are tables of detail data presented by district or by school, as appropriate. Both the summary data and detail tables are a compilation of information drawn directly from the data submitted to us by school districts, individual schools and public charter schools, and not validated by the Department of Education (ADE).

Data Collection. In previous years school districts reported using paper forms. The method was cumbersome, information was often incomplete or illegible, summarizing was both difficult and time-consuming, and ad hoc inquiries were not possible. A new electronic reporting system was designed and instituted in 1998 to enable information to be gathered rapidly and accurately, and analyzed effectively. Districts, schools, and charter schools participated in this new system by entering information over the World Wide Web directly into the Department of Education's database; some (larger) districts sent large electronic files by e-mail or magnetic media. Information was reported at both the district level and the school level, by classroom or grade.

- | | |
|-----------------|--|
| District level: | listing and description of program services
reclassification and drop-outs
number and qualifications of program staff
source and amount of monies expended |
| School level: | primary home language of all students
identification and assessment of LEP students
participation in program options
reassessment of limited English proficient students. |

The Arizona Department of Education foresaw the need to offer effective and thorough training in the new reporting system, to facilitate reporting by school districts and charter schools. In September 1998 ADE "trained the trainers" by educating five Regional Training Centers on the new system, in preparation for these centers making training and help-desk services available to schools, districts, and charter schools across the state.

Also in September, ADE's Academic Support Division (ASD) informed all Arizona school districts and charter schools of the new reporting system, and of the need to complete their reports by October 31. The regional centers offered multiple opportunities and locations for training in the new system, with numerous formal classes scheduled throughout October, and informal training thereafter.

In order to ensure the highest possible degree of report submission, the reporting deadline was extended twice. The original requirement was for data to be submitted by October 31. That deadline was formally extended to November 18. When a significant number of districts strongly requested more time, another formal extension was given, this time to December 18 (report submission was informally accepted until December 24). These extensions were meant to assure that every institution was given an opportunity to report, including those that had received training late, as well as those that experienced initial difficulty establishing electronic data exchange with ADE.

District Noncompliance. The Superintendent of Public Instruction will report to the State Board of Education those districts not submitting reports and which appear to be in noncompliance.

Summary Data. The data presented in this report are a compilation of information drawn directly from the data submitted to us by school districts, individual schools and public charter schools, and not validated by the Department of Education (ADE). In some cases data may be inconsistent from table to table.

On the following page is a table summarizing statewide totals for home language, student English proficiency assessment, participation in language programs, achievement testing, student reassessment, program staffing, and program funding.

Summary Table

LANGUAGE

Students reported as primary speakers of English Language	550,298
Students reported as having home language other than English	192,874
Primary speakers of Spanish	163,465
Primary speakers of Navajo	11,837
Speakers of other than Spanish or Navajo	17,572

ASSESSMENT

Students reported as Limited English Proficient (LEP)	111,207
Number of students schools did not test in their home language	1,759

PROGRAMS

LEP students reported in programs	112,522
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ACHIEVEMENT TESTING

LEP students in programs who participated in achievement testing	58,871
LEP students not participating in achievement testing	40,423

REASSESSMENT

Students reported as reassessed	38,478
Met oral language proficiency criterion	20,424
Met parent opinion criterion	16,341
Met teacher verification criterion	14,867
Met writing criterion	13,995
Met reading criterion	8,637
Met all five criteria and reclassified as English proficient	4,527
Percent of <u>all</u> LEP students in a program reclassified as English proficient this year	4%
Percent of <u>reassessed</u> * students reclassified as English proficient this year	11.7%
Percent of reclassified students reclassified within four years of service	75.3%

PROGRAM STAFFING

Teachers reported holding ESL or Bilingual Endorsement.....	4,843
ESL Endorsement (Permanent).....	2,358
Bilingual Endorsement (Permanent).....	1,484
ESL or Bilingual Endorsement (Provisional)	1,001
Teachers providing services reported as not holding required endorsements	2,297
Non-certified staff reported as assisting delivery of services to LEP students	2,490

PROGRAM FUNDING

Program funds reported from Federal Sources.....	\$106,102,059
Program funds reported from LEP Group B Weighted Funds.....	\$15,137,939
Program funds reported from other Sources**	\$239,959,450

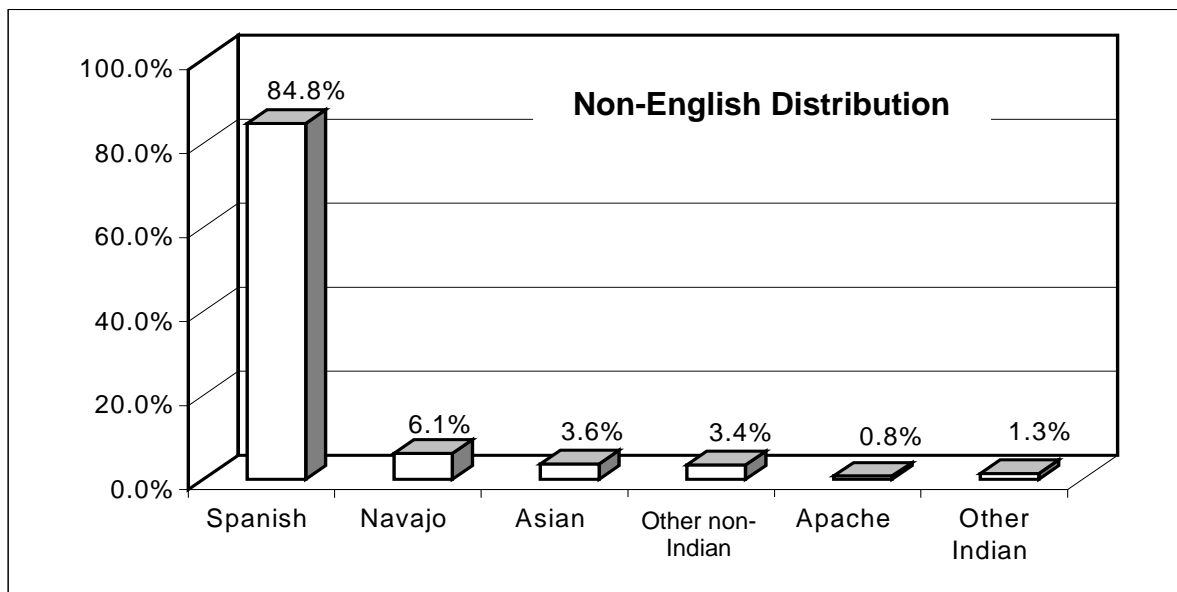
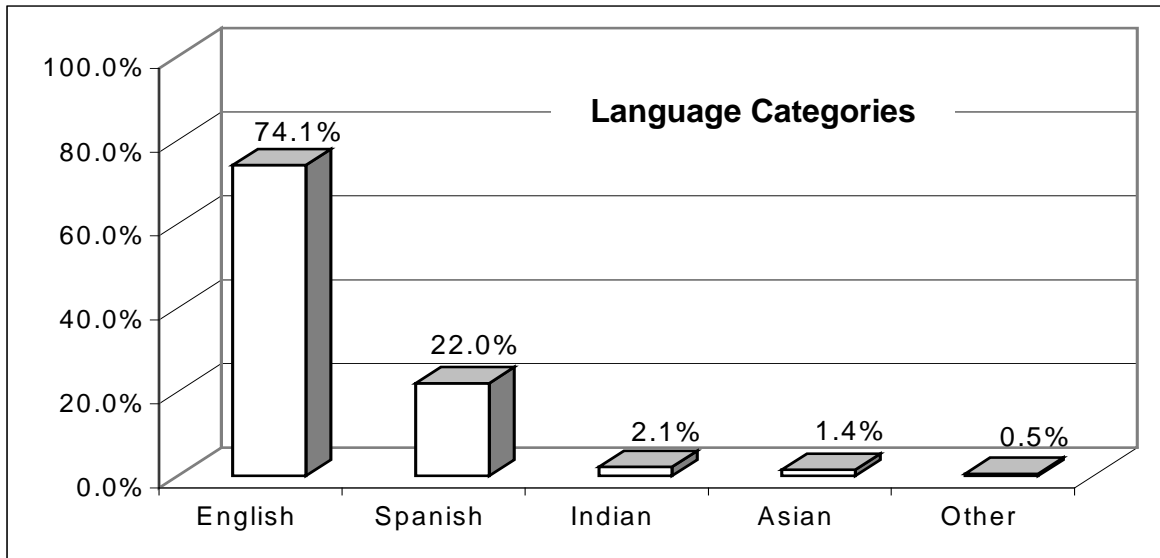
This is a compilation of information drawn directly from the data submitted to us by school districts, individual schools and public charter schools, and not validated by the Department of Education.

* School districts are required to reassess LEP students every two years (per A.R.S. §15-753.C.1.)

** Other funding may come from such additional sources as local grant monies, donations, desegregation monies, in-kind monies, or local contributions by public and private entities.

PRIMARY HOME LANGUAGE

ARIZONA STUDENTS BY NATIVE LANGUAGE PROFICIENCY 1997-1998



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Language Codes:

The reporting system accommodates forty-three languages as well as English and two "Other" language categories (Other Indian and Other non-Indian):

	English (no code)				
01	Spanish	16	Korean	31	Chemehuevi
02	Arabic	17	Laotian	32	Cocopah
03	Cambodian	18	Mandarin	33	Hopi
04	Cantonese	19	Polish	34	Hualapai
05	Czechoslovakian	20	Portuguese	35	Kaibab–Paiute
06	Dutch	21	Romanian	36	Maricopa
07	Filipino	22	Russian	37	Mohave
08	Finnish	23	Thai	38	Tohono O'odham (Papago)
09	French	24	Ukrainian	39	Pima
10	German	25	Vietnamese	40	Supai
11	Greek	26	Yugoslavian	41	Tewa
12	Hebrew	27	Other non-Indian	42	Yaqui
13	Hungarian	28	Navajo	43	Yavapai
14	Italian	29	Apache—San Carlos	44	Yuma
15	Japanese	30	Apache—Whiteriver	45	Other Indian

IDENTIFICATION AND ASSESSMENT OF LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

Students identified as having a primary home language other than English (PHLOTE) are assessed for English language proficiency. The commonly used language proficiency tools are:

- Bilingual Syntax Measure (BSM), I and II.
- IDEA Oral Language Proficiency Test (IPT), I and II.
- Language Assessment Scales (LAS), I and II.

The procedures for assessing the English language proficiency of students having a primary home language other than English are specified by State Board Rule R7-2-306.B.

1. Students in kindergarten and first grade whose primary language is other than English shall be administered an oral language proficiency assessment test approved by the State Board of Education for the purpose of assessing the comprehension and speaking of English. Students in kindergarten and first grade who score below the publisher's designated score for fluent English proficient shall be classified as limited English proficient (LEP) students.
2. Students in grades 2-12 whose primary language is other than English may be screened before the administration of a State Board of Education approved oral language proficiency assessment test. For the purpose of screening, schools shall review the achievement level on the English reading comprehension subtest of the state pupil achievement-testing program. Students in grades 2-12 whose primary language is other than English and who score at or below the 40th percentile or for whom no standardized test scores are available shall be administered an oral language proficiency assessment test approved by the State Board of Education. Students who score below the publisher's designated score for fluent English proficient shall be classified as limited English proficient.
3. Upon district staff recommendation or parental request, students in grades 2-12 whose primary language is other than English and who score above the 40th percentile on the reading comprehension subtest of the state pupil achievement testing program shall be administered an oral language proficiency assessment test approved by the State Board of Education. Students who score below the publisher's designated score for fluent English proficient shall be classified as limited English proficient.
4. Students in grades 2-12 whose primary language is other than English and who score as fluent English proficient on the State Board of Education's approved oral language proficiency assessment test shall be evaluated for achievement in English reading and writing. Students who are determined to be performing below district standards established pursuant to R7-2-301 and R7-2-302 for grade level shall be tentatively classified as limited English proficient and referred for primary language assessment.
5. English language proficiency assessments shall be conducted by individuals who are proficient in English and who have been thoroughly trained to administer and score the test or procedure.

Identification and Assessment of LEP Students

Number of Students tested first time --oral language assessment	44,178
Assessed using writing in addition to oral	22,838
Number of students tested using IPT ¹	23,328
percent students tested using IPT	52.8 %
Number of students tested using LAS ²	19,061
Percent students tested using LAS	43.15 %
Number of students tested using BSM ³	1,105
Percent students tested using BSM	2.5 %
Number of students continuing to be identified as LEP	78,901
Number of students reported tested in their home language	30,777

This is a compilation of information drawn directly from the data submitted to us by school districts, individual schools and public charter schools, and not validated by the Department of Education.

¹ IPT *IDEA Oral Language Proficiency Test*

² LAS..... *Language Assessment Scales*

³ BSM..... *Bilingual Syntax Measure*

The table on the next page shows assessment tools used and number of students assessed by grade.

Language Assessments

Prior Assessments

	KDG	1	2	3	4	5	6	7	8	9	10	11	12	UE ¹	US ²	TOTAL
Continuing LEP	570	10,813	10,152	9,454	8,320	7,696	7,054	5,992	5,559	3,274	3,923	3,062	2,665	213	154	78,901

Initial Assessment of Students with a Primary Home Language other than English

Oral Language Assessment

	KDG	1	2	3	4	5	6	7	8	9	10	11	12	UE ¹	US ²	TOTAL
BSM ³	474	102	142	88	62	42	42	73	53	19	4	2	2	0	0	1,105
LAS ⁴	7,761	1,775	1,446	1,184	1,082	1,010	856	878	769	1,134	525	326	171	11	133	19,061
IPT ⁵	7,089	2,554	1,838	1,574	1,448	1,264	1,183	1,099	918	2,895	655	432	355	16	8	23,328
APP OTH ⁶	77	61	60	81	45	54	47	54	51	34	20	15	5	1	17	622
SPED ALT ⁷	9	7	2	1	8	3	4	7	4	2	1	2	0	12	0	62
Total Assessments:															44,178	

Reading/Writing Assessment

State reading Comp	209	193	1,380	1,674	1,386	1,281	1,334	1,205	1,039	2,151	683	410	394	7	181	13,527
District Reading	569	299	3,366	2,750	2,377	1,897	1,770	1,652	1,393	4,039	1,013	634	560	8	179	22,506
District Writing	289	365	3,341	2,783	2,366	1,987	1,816	1,722	1,575	4,288	988	607	550	8	153	22,838
Identified as New LEP Students	12,454	3,256	2,697	2,136	1,881	1,477	1,370	1,395	1,101	3,051	894	446	292	28	250	32,728
Assessed in Primary Language	11,971	3,298	2,586	2,047	1,840	1,405	1,315	1,282	1,000	2,634	766	359	251	23	0	30,777

¹Ungraded Elementary ²Ungraded Secondary ³Bilingual Syntax Measure ⁴Language Assessment Scales ⁵IDEA Oral Language Proficiency Test ⁶Appropriate Other

⁷Special Education Alternate

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PROFICIENCY AND PARTICIPATION IN PROGRAMS UNDER ARS §15-754

The specific program requirements which school districts and charter schools must meet in implementing services for LEP students under A.R.S. §15-754 are:

K-6 TRANSITIONAL BILINGUAL PROGRAM. An organized program of instruction conducted in a kindergarten program and in grades 1 through 6 in which participating pupils receive instruction in and through English and the primary home language of the students. The principal goal of a Transitional Bilingual Program is to increase the English language proficiency and academic achievement of the pupils in order to transfer them to all-English instruction when they meet reassessment criteria as prescribed in A.R.S. §15-753, subsection C.

7-12 SECONDARY BILINGUAL PROGRAM. Language learning programs for grades 7-12 consisting of a structured bilingual program to promote English language proficiency and academic achievement. This approach uses the pupil's primary home language for instruction in the elective and non-elective content courses required for graduation.

K-12 BILINGUAL-BICULTURAL PROGRAM. Programs for kindergarten and grades 1-8, or for kindergarten and grades 1-12, consisting of a system of instruction using two languages, one of which is English, as a vehicle for instruction and delivery. The K-12 Bilingual-Bicultural Program is a means of instruction that builds on and expands the existing language skills of each participating pupil and enables the pupil to achieve competency and literacy in both languages. This instruction shall include the history and culture of this state and the United States, as well as customs and values of the cultures associated with the languages being taught.

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM. A formal ESL program consisting of:

- (a) daily instruction in English language development, including
 - i. listening and speaking skills;
 - ii. reading and writing skills;
 - iii. cognitive and academic skills development in English; and
- (b) a plan to develop an understanding of the history and culture of the United States as well as an understanding of customs and values of the cultures associated with the primary home language of the pupils in the program.

INDIVIDUAL EDUCATION PROGRAM. An individual education program is a systematic, individualized program of instruction designed to ensure equal educational opportunities for the student by promoting English language development and by sustaining normal academic achievement through the use, to the extent possible, of the pupil's primary home language for subject matter instruction. Individuals such as paraprofessionals, community members, or other pupils proficient in the primary home language of the student may serve as long as it is done under the supervision of a certified bilingual/ESL teacher. There are two criteria for serving LEP students with an individual education program:

- school districts and charter schools with less than 10 LEP students per grade per school
- parental request.

Participation in Bilingual/ESL Programs

Number of LEP based on oral language proficiency assessment	89,083
% LEP based on oral language assessment	79.8 %
Number below district standards in reading or writing	82,492
Percentage below district standards in reading or writing	73.9 %

Program Option		Number of of LEP Participants Served
A	K-6 Transitional Bilingual Program	23,507
B	7-12 Secondary Bilingual Program	6,350
C	K-12 Bilingual-Bicultural Program	11,487
Subtotal, Bilingual programs:		41,344
D	English As A Second Language (ESL) Program	64,428
Subtotal, English As A Second Language program:		64,428
E	Individual Education Program	5,390
F	Individual Education Program (at parental request)	1,360
Subtotal, Individual Education Programs:		6,750
Total:		112,522

This is a compilation of information drawn directly from the data submitted to us by school districts, individual schools and public charter schools, and not validated by the Department of Education.

STATE PUPIL ACHIEVEMENT TEST DATA OF LIMITED ENGLISH PROFICIENT (LEP) STUDENTS BY PROGRAM MODEL

Arizona Revised Statutes §15-741 requires that school district and charter schools test students annually in areas of reading, grammar, and mathematics. Grades 3-12 were tested in the spring of 1998, using the norm-referenced Stanford 9 Achievement Test.

The state collects data on individual characteristics for each student who is administered a state Pupil Achievement Test through the Pupil Variable Information section of the testing instrument. Variable Seven on the state Pupil Achievement Test is used by districts and charter schools to identify that the student is limited English proficient and report the type of program option that school districts and/or charter school is providing to that student. The eligible program options for Limited English Proficient students include:

- Transitional Bilingual Program K-6
- Secondary Bilingual Program 7-12
- Bilingual/Bicultural Program K-12
- English as a Second Language Program (ESL)
- Individual Education Program (IEP)

The state Pupil Achievement Test results by grade and type of program services received by LEP students and results by Primary Home Language of Students by Grade Level are shown in the detail tables.

Using the Stanford 9 to Assess LEP Students. Because the Stanford 9 is administered in English, the governing board of a school district, in accordance with ARS §15-744, may exempt a student from testing requirements for up to three years if the student is classified as Limited English Proficient. Districts and charter schools are required to use an alternative assessment to determine achievement for exempted students.

Stanford 9 Achievement Test Total Reading Scores for LEP students in Programs by Model by Grade

	Transitional Bilingual K-6			Secondary Bilingual 7-12			Bilingual/Bi-cultural K-12			ESL			IEP			
Grade Level	N. Count	NCE	%ile	N. Count	NCE	%ile	N. Count	NCE	%ile	N. Count	NCE	%ile	N. Count	NCE	%ile	Nbr of Students
3	596	34.7	23	10	27.0	14	799	34.6	23	3,780	31.5	19	339	36.0	25	5,524
4	831	34.4	23	9	44.0	39	842	36.9	27	3,507	33.0	21	464	35.1	24	5,653
5	1,421	31.5	19	17	30.0	17	916	33.6	22	4,118	32.0	20	438	38.2	29	6,910
6	1,151	33.7	22	22	33.0	21	801	34.7	23	4,163	33.8	22	477	36.8	26	6,614
7	191	38.8	30	968	33.3	21	810	34.2	23	3,537	30.9	18	485	34.7	23	5,991
8	129	36.9	27	998	39.9	32	672	39.0	30	3,246	33.1	21	495	38.1	29	5,540
9	204	38.6	29	486	31.7	19	585	36.0	25	2,402	27.1	14	418	34.2	23	4,095
10	184	33.0	21	704	31.2	19	539	34.5	23	1,823	23.8	11	366	29.0	16	3,616
11	129	35.0	24	490	32.8	21	445	37.0	27	1,504	26.4	13	267	35.8	25	2,835
12	99	39.3	30	434	35.4	24	407	39.8	31	1,352	31.6	19	203	37.9	28	2,495
Tot:	4935	Avg:	25	4138		23	6816		25	29432		18	3952		25	49,273

Stanford Achievement Test Total Language Scores for LEP Students by Model by Grade Level

	Transitional Bilingual K-6			Secondary Bilingual 7-12			Bilingual/Bi-cultural K-12			ESL			IEP			
Grade Level	N. Count	NCE	%ile	N. Count	NCE	%ile	N. Count	NCE	%ile	N. Count	NC E	%ile	N. Count	NCE	%ile	Nbr of Students
3	615	38.0	28	13	30.9	18	846	37.5	28	3,928	35.6	25	339	36.0	25	5,741
4	848	35.5	24	12	36.7	26	882	37.0	27	3,782	35.1	24	496	35.1	24	6,020
5	1,451	29.7	17	17	29.2	16	943	31.3	19	4,334	31.4	19	465	34.1	22	7,210
6	1,174	29.1	16	22	22.7	10	813	28.6	15	4,345	28.8	16	491	30.6	18	6,845
7	197	36.5	26	975	32.9	21	818	33.8	22	3,598	31.1	18	494	29.8	17	6,082
8	125	31.0	18	1,012	33.8	22	702	33.0	21	3,305	28.0	15	499	29.8	17	5,643
9	208	36.5	26	813	32.3	20	586	34.6	23	2,474	26.8	13	440	30.1	17	4,521
10	187	33.0	21	719	33.8	22	554	36.6	26	1,850	26.5	13	362	29.1	16	3,672
11	131	34.2	23	497	35.6	25	450	37.2	27	1,527	30.1	17	268	33.7	22	2,873
12	95	33.1	21	442	32.9	21	418	36.3	26	1,366	28.9	16	204	31.5	19	2,525
Tot:	5031		22	4522		20	7012		23	30509		18	4058		20	51,132

Chart data acquired from Analysis of Variables for Arizona, Stanford Achievement Test series, Ninth Edition. Harcourt Brace & Company

Analysis of Results. Analysis of Variables for Arizona for the Stanford 9 reports student achievement by program. An analysis of mean scores reported in Normal Curve Equivalents (NCE)* and Percentile* ranks for LEP students in areas of Reading and Language by program model and grade level are depicted by the charts included here.

In reviewing the data, there are areas on the Stanford 9 where districts entered incorrect descriptive information. Districts reported students in grades 3-6 in the "Secondary Bilingual program for grades 7-12;" students in grades 7-12 were recorded in the "Transitional Bilingual program for grades K-6," as well.

- **Normal Curve Equivalent (NCE)** is derived from percentile rank. NCE is a type of normalized standard score resulting from the division of the normal curve into 99 equal units. NCE normalizes the score scale to enable researchers to manipulate test data. Because of its equal-interval nature, any difference, such as 5 NCEs has the same meaning, regardless of the part of the scale being referenced. There is a direct, fixed relationship between percentile ranks and NCEs. (Stanford Achievement Test, Administrator's Interpretive Guide. Harcourt Brace)
- **Percentile ranks** indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade. The percentile rank corresponding to a given score indicates the percentage of students in the same grade in the norm group obtaining scores equal to or less than that score. (Stanford Achievement Test, Administrator's Interpretive Guide. Harcourt Brace).

Stanford 9 Achievement Test-Total Reading Scores as Reported by Primary Home Language by Grade Level

Grade Level	Total State			English			Spanish			Navajo			Other			No Response		
	N. Count	NCE	%ile	N. Count	NCE	%ile	N. Count	NCE	%ile	N. Count	NCE	%ile	N. Count	NCE	%ile	N. Count	NCE	%ile
3	54,116	48.3	47	45,759	50.1	50	4,655	35.5	24	845	28.0	15	844	44.0	40	2,013	46.0	44
4	53,800	51.0	53	44,999	53.7	57	5,137	37.0	27	867	30.0	17	856	47.3	45	1,941	48.1	46
5	55,142	50.5	51	44,361	53.5	57	6,808	34.8	23	796	29.6	17	839	46.5	43	2,338	48.1	46
6	56,188	51.6	53	45,600	54.3	58	7,113	36.5	26	735	32.6	20	818	46.8	44	1,922	51.6	53
7	55,620	51.0	52	45,143	53.8	57	6,378	34.8	23	859	29.7	17	896	45.5	41	2,344	50.3	50
8	52,876	52.1	54	43,100	54.5	58	5,985	38.2	29	810	33.7	22	822	47.2	45	2,159	50.6	51
9	52,363	46.7	44	40,340	48.8	48	5,214	32.9	21	648	28.0	15	782	39.9	32	5,379	48.1	46
10	46,048	45.7	42	35,472	47.8	46	4,461	30.3	17	527	26.2	13	779	37.8	28	4,809	47.7	46
11	38,401	48.0	46	30,056	50.2	50	3,476	32.5	20	566	27.9	15	719	40.1	32	3,584	49.8	50
12	32,691	52.4	54	25,603	54.7	59	3,104	36.5	26	567	34.0	22	681	45.0	41	2,736	54.4	58
Tot:	497245		50	400433		54	52331		24	7220		17	8036		39	29225		49

EXEMPTION OF LIMITED ENGLISH PROFICIENT STUDENTS UNDER THE STATE PUPIL ACHIEVEMENT TESTING PROGRAM

Under ARS §15-744, students who are non-English monolingual or predominantly speakers of a language other than English could be exempted from the state Pupil Achievement Testing Program for up to three years by the district/ charter school's governing board. However, instructional programs must include an alternative assessment of achievement. A total of 12,913 pupils were exempted.

Many school districts used the "Aprendizaje 2" as an optional assessment instrument for Spanish speaking students exempted from testing for reasons of limited English proficiency.

LEP Students Exempted from Stanford 9 Testing by Grade Level

Grade	LEP Students Exempt SAT9
3	3,614
4	2,870
5	1,468
6	1,173
7	1,135
8	937
9	662
10	535
11	335
12	184
	12,913

Aprenda Total Reading Scores by Grade Level

LEP Students Exempt SAT9			
Grade Level	APREND A Scores		
	# LEP Students Taking APREND A	NCE	%ile
3	3,299	46.3	43
4	2,430	41.8	35
5	1,067	45.7	42
6	961	46.0	42
7	953	46.7	44
8	836	51.5	53
9	308	46.0	42
10	208	50.4	51
11	129	52.3	54
12	56	56.1	61
Totals	10,247		47

Percentage of LEP Students Taking Stanford 9 Reading

Percentage of LEP Students Taking Stanford 9 Reading								
Grade Level	Total # LEP Students	SAT 9 Exemptions as per ALCAP	# LEP Students Taking SAT 9 Rdg	% LEP Represented by SAT 9 Rdg Results	# of LEP Students Taking APREND A	Percent of LEP Students Taking APREND A	# of LEP Students Taking Alternate Assessments	Percent of LEP Students Taking Alternate Assessments
3	11,590	3,614	5,524	47.6%	3,299	28.5%	2,767	23.9%
4	10,201	2,870	5,653	55.4%	2,430	23.8%	2,118	20.8%
5	9,173	1,468	6,910	45.3%	1,067	11.6%	1,196	13.0%
6	8,424	1,173	6,614	41.6%	961	11.4%	849	10.1%
7	7,387	1,135	5,991	38.0%	953	12.9%	443	6.0%
8	6,660	937	5,540	83.2%	836	12.6%	284	4.3%
9	6,325	662	4,095	64.7%	308	4.9%	1,922	30.4%
10	4,817	535	3,616	75.1%	208	4.3%	1,201	24.9%
11	3,508	335	2,835	80.8%	129	3.7%	544	15.5%
12	2,957	184	2,495	84.4%	56	1.9%	406	13.7%
Totals	71,042	12,913	49,273		10,247		11,730	

REASSESSMENT

As prescribed by A.R.S §15-753 and State Board Rule R7-2-306.G, school districts and charter schools in which limited English proficient students are enrolled must adopt language reassessment criteria and procedures. The reassessment of LEP students enrolled in a bilingual or English as a Second Language program is to be conducted at least once every two years. Two courses of action may be taken when a student meets the reclassification criteria:

- The student may continue to receive instructional support from the program; or
- The services may be discontinued.

For an LEP student to be reclassified to fluent English proficiency, the student must meet the criteria required in A.R.S. §15-753 and R7-2-306.G. These standards are designed to ensure that LEP students have developed the English language skills necessary to succeed in an English-based curriculum. The following table shows the number of LEP students reported by responding districts as reclassified to non-LEP status, by grade and by years of program service.

Based upon information supplied by school districts and charter schools, 75.3% Percent of those students who were reclassified had four or fewer years of service in programs.

RECLASSIFICATION

YEARS OF SERVICE

		1	2	3	4	5	6	7	8	9	10	11	12	total:	Average Years of Service
G R A D E	3	74	136	355										565	2.5
	4	68	106	185	340									699	3.1
	5	94	92	108	115	286								695	3.6
	6	61	76	126	114	89	194							660	4.0
	7	49	63	89	44	52	64	166						527	4.6
	8	32	43	72	34	44	35	43	130					433	5.2
	9	340	101	110	10	13	9	9	16	22				630	2.3
	10	112	204	88	11	16	7	5	8	8	28			487	2.9
	11	101	68	158	5	14	7	3	2	6	6	12		382	2.9
	12	107	55	64	157	7	18	2	5	8	3	5	24	455	3.7
	total:	1038	944	1355	830	521	334	228	161	44	37	17	24	5533	3.4
	cum:	1038	1982	3337	4167	4688	5022	5250	5411	5455	5492	5509	5533		
	Pct:	18.8%	17.1%	24.5%	15.0%	9.4%	6.0%	4.1%	2.9%	0.8%	0.7%	0.3%	0.4%		
	cum pct:	18.8%	35.8%	60.3%	75.3%	84.7%	90.8%	94.9%	97.8%	98.6%	99.3%	99.6%	100.0%		

This is a compilation of information drawn directly from the data submitted to us by school districts and public charter schools, and not validated by the Department of Education.

The next table is a state summary of reassessment data reported by school districts and charter schools. The data reflect the criteria used to determine the English proficiency of LEP students, with results provided by grade level.

School Level Language Proficiency Reassessment

	Number Reas-sessed	Teacher Verifi-cation	Parent Opinion	Fluent BSH	Fluent LAS	Fluent IPT	Fluent OTHER	Reading Comp 36th	Reading Comp 31-35th	Writing Test	Writing Sample
KDG	831	332	405	5	208	230	4	18	16	37	75
1	2,580	471	699	0	611	507	0	61	14	41	182
2	5,682	2,160	2,356	12	1,276	1,032	2	374	59	899	691
3	3,694	1,255	1,505	15	1,287	648	9	667	167	892	531
4	4,754	1,981	2,176	16	1,593	1,186	4	1,179	354	1,403	868
5	3,716	1,622	1,752	25	1,594	790	8	812	184	885	729
6	4,209	1,783	1,909	37	1,633	1,216	8	740	194	887	974
7	3,120	1,434	1,583	24	1,149	552	7	718	244	684	644
8	3,153	1,366	1,458	5	1,117	852	8	719	218	709	756
9	1,564	701	770	0	489	308	2	342	322	440	181
10	1,991	658	682	2	529	243	15	251	177	370	141
11	1,690	480	478	0	348	205	0	220	113	284	149
12	1,401	570	499	2	337	212	0	296	145	341	160
UE¹	47	17	32	0	15	7	0	3	0	3	2
US²	46	37	37	0	31	3	6	22	8	7	30
TOTAL	38,478	14,867	16,341	143	12,217	7,991	73	6,422	2,215	7,882	6,113

¹Ungraded Elementary ²Ungraded Secondary

This is a compilation of information drawn directly from the data submitted to us by school districts, individual schools and public charter schools, and not validated by the Department of Education.

NUMBER AND QUALIFICATIONS OF PROGRAM STAFF

All bilingual and ESL classes are to be taught by certified teachers who have the corresponding endorsement. A teacher who is endorsed or certified as a bilingual teacher may teach in either a bilingual program or English as a second language program. A teacher with an ESL certification may only teach in an ESL program. State Board Rule R7-2-606 stipulates the specific endorsement requirements regarding certified program staff. The following tables summarize certified and paraprofessional program staff by program type.

Program Staff by Program

CERTIFIED STAFF						
	Teachers with Bilingual Endorsement	Teachers with Provisional Bilingual Endorsement	Teachers with ESL Endorsement	Teachers with Provisional ESL Endorsement	Teachers without Endorsement	Certified non-Instructional Staff
	NBR	NBR	NBR	NBR	NBR	NBR
K-6 Transitional Bilingual	533	57	98	25	121	37
7-12 Secondary Bilingual	68	7	30	14	81	4
K-12 Bilingual/Bicultural	479	45	189	67	183	63
K-12 English as a Second Language	391	121	1969	650	980	231
Individual Education Program	9	2	53	11	887	26
Individual Education Program at Parental Request	4	2	19	0	45	0
Totals:	1484	234	2358	767	2297	361

PARAPROFESSIONAL STAFF				
	With Associate of Arts Degree	With High School Diploma or GED	Without High School Diploma or GED	Non-Certified Non-Instructional Staff
	NBR	NBR	NBR	NBR
K-6 Transitional Bilingual	37	339	11	16
7-12 Secondary Bilingual	4	31	0	3
K-12 Bilingual/Bicultural	63	369	10	13
K-12 English as a Second Language	231	1053	6	121
Individual Education Program	26	122	5	26
Individual Education Program at Parental Request	0	3	0	1
Totals:	361	1917	32	180

This is a compilation of information drawn directly from the data submitted to us by school districts and public charter schools, and not validated by the Department of Education.

SOURCE AND AMOUNT OF PROGRAM FUNDS

School districts and charter schools use a combination of federal, state, and district funds to implement program services for LEP students. Group B weight funding is established by the legislature and includes the costs of identifying and testing these students. The amount of funds a district is eligible to receive is based on the LEP Language Census reported to ADE. School districts and charter schools report the actual number of LEP students served on five designated count dates, with an average count taken for these dates. School districts and charter schools that received Group B weighted funds are required to provide assurance that LEP students were identified, assessed, and served by certified teachers who held either the bilingual or ESL endorsement.

Program funding reported for the implementation of program services for LEP students during the 1997-98 school year is provided in the following table. Federal funds and other district fund information are presented as reported by the districts; there has been no validation of this information by ADE.

SOURCE AND AMOUNT OF MONIES EXPENDED (ARS 15-755 B.6)

DISTRICT FUNDS: district funds and number of students; only those costs which would not have been incurred except for the implementation of programs pursuant to ARS 15-751-756. Examples of such excess costs are:

- (a) Conducting the identification of the primary/home language of students.
- (b) Conducting the English and native language assessments.
- (c) Training staff for ARS 15-751-756.
- (d) Purchase of Supplementary instructional materials, supplies, and equipment.

<u>Source of Funding</u>	<u>Amount</u>
State LEP Group B Weighted Funds*	\$15,137,239
Other District Funds (Not Including Federal Funds)**	\$242,674,548

FEDERAL FUNDS: the amount, by source, of federal funds used to supplement the district program under ARS 15-751-756, and the number of students. (Each federal program listed has specific restrictions that pertain to the allowability of such funds to be used for ARS 15-751-756.) Only the actual portion of funds specifically used to provide support services for bilingual, ESL, or Individual Education Programs is to be reported.

<u>Source of Funding</u>	<u>Amount</u>
ESEA Title I, Public Law 103-382.....	\$66,116,665
ESEA Title I- Migrant, Public Law 103-382	\$11,315,644
ESEA Title II, Public Law 103-382	\$1,693,199

* Pursuant to ARS §15-943

** Other funding may come from such additional sources as local grant monies, donations, desegregation monies, in-kind monies, or local contributions by public and private entities.

FEDERAL FUNDS (continued)

Source of Funding	Amount
Emergency Immigrant Education Program, Public Law 103-382	\$3,461,684
Foreign Language Assistance Program, Public Law 100-297	\$0
Johnson-O'Malley Act, Public Law 93-638	\$637,675
ESEA Indian Education Act, Part A, Public Law 100-297 Part C Subpart	\$466,071
ESEA Title VII, Public Law 100-297	\$4,940,749
Carl D. Perkins Vocational and Applied Technology Education Act, Public Law 101-392	\$1,850,980
Even Start, Public Law 103-382.....	\$316,851
Neglected or Delinquent, Public Law 103-382	\$9,319,745
Title IV, Safe and Drug-Free School, Public Law 103-382	\$336,895
Title VI, Innovative Ed Programs, Public Law 103-382.....	\$1,289,179
Stewart B. McKinney Homeless Education, Public Law 103-382.....	\$1,515,902
Other*	\$2,840,820
Total (Federal Funds Expenditure).....	\$106,102,059

This is a compilation of information drawn directly from the data submitted to us by school districts and public charter schools, and not validated by the Department of Education.

** Other federal funding may come from special discretionary federal grant monies that districts apply for directly, such as bilingual education grants to pilot dual language programs, grants to fund parental involvement initiatives, grants to fund community partnership initiatives by schools, and grants to after school ESL programs*

ABBREVIATIONS USED

ADE.....	The Arizona Department of Education
ALCAP	Arizona Language Census And Program report
A.R.S.	Arizona Revised Statutes
ASD	ADE's Academic Support Division
BSM.....	Bilingual Syntax Measure
EAS.....	ADE's English Acquisition Services
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
GED	General Education Development
IPT	IDEA Oral Language Proficiency Test
ITBS	Iowa Test of Basic Skills
LAS.....	Language Assessment Scales
LEA	Local Education Agency
MEC	Microcomputers in Education Conference
NCE	Normal Curve Equivalent
PHLOTE.....	Primary Home Language Other than English
RTC	Regional Training Center
SAT9.....	Stanford 9 Achievement Test
SAIS	Student Accountability Information System
SFD.....	ADE's School Finance Division

GLOSSARY

Arizona Language Census and Program

The Arizona State Legislature requires that the Arizona Language Census and Program report (ALCAP) be completed and submitted to the Department of Education annually, by all school districts and charter schools in the state. In previous years, this report was completed on paper forms or bubble sheets by districts and charter schools. The ALCAP is now reported on the World Wide Web.

The Web site address is:

<http://www.ade.state.az.us/programs/assistance/asd/lep.htm>

then click on:

ALCAP. Arizona Language Census and Program Report.

Bilingual/bicultural education

An instructional program which utilizes two languages, one of which is English, for instructional purposes. The primary home language of the students is developed in addition to English as a Second Language. Content area instruction is provided in both languages. The program is staffed by Bilingual Education and ESL endorsed teachers. The instruction shall include the history and culture of this state and the United States as well as customs and values of the cultures associated with the languages being taught.

Bilingual education endorsement

The bilingual education endorsement is required of all personnel serving as a bilingual classroom teacher, bilingual resource teacher, bilingual specialist, or other teacher responsible for providing bilingual instruction except for those persons possessing a provisional bilingual education endorsement pursuant to R7-2-605. The holder of this endorsement is authorized to teach English as a second language.

Dual language program

Also known as two-way or developmental, these bilingual programs allow students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language. (Christian, D. 1994)

Emergency Immigrant Education Program

Authorized under Title VII of the Improving America's School's Act of 1994, this program provides funds to states to assist local education agencies in which immigrant student enrollment has increased significantly (Holmes. 1995).

English as a Second Language (ESL) ESL endorsement

A formal program to develop student proficiency in English. An ESL or bilingual endorsement is required of an individual who is an ESL classroom teacher, ESL specialist, ESL resource teacher, or any other teacher responsible for providing ESL instruction except for those persons possessing a provisional ESL endorsement pursuant to R7-2-605.

English as a Second Language (ESL) program

English as a Second Language (ESL) is an educational approach in which limited-English proficient students are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classes, an immersion program, or a bilingual program (U.S. General Accounting Office, 1994).

English language assessment

Students in kindergarten and first grade whose primary language is other than English shall be administered an oral language proficiency assessment test for the purpose of assessing the comprehension and speaking of English. Students in kindergarten and first grade who score below the publisher's designated score for the fluent English proficiency shall be classified as limited English proficient (LEP) students.

Students in grades 2-12 whose primary home language is other than English may be screened prior to the administration of a State Board of Education approved oral language proficiency assessment test. For the purpose of screening, schools shall review the achievement level on the English reading comprehension subtest of the state pupil achievement testing program. Students in grade 2-12 whose primary language is other than English and who score at or below the 40th percentile or for whom no standardized test scores are available shall be administered an oral language proficiency assessment test, as well as a district measure of reading and writing. Students who score below the publisher's designated score for FEP or not meeting district standards for reading and writing shall be classified as LEP students.

Follow –up procedures for reclassified students

For one year following the reclassification of each student, the district shall review achievement levels to ensure that each student has been correctly reclassified. The review must be conducted at least twice during the follow-up year.

“Group B” Weight Funding

Educational improvements for pupils in kindergarten programs and grades one through three, educational programs for autism, hearing impairment, moderate mental retardation, multiple disabilities, multiple disabilities with severe sensory impairment, preschool severe delay, severe mental retardation, and emotional disabilities for school aged pupils enrolled in private special education programs or in school district programs for children with severe disabilities or visual impairment and vocational and technological education pupils enrolled in grades nine through twelve in approved programs as prescribed in section 15-782.01 and limited English proficient pupils enrolled in a program to promote English language proficiency pursuant to section 15-754.

Identification

The use of answers to three language questions on the student enrollment form to determine the primary home language of the student.

Immersion	A general term for teaching approaches for limited-English proficient students that do not involve using a student's native language (U.S. General Accounting Office, 1994).
Individualized education program (IEP)	Each school district which has nine or fewer LEP pupils in any kindergarten program or grade in any school shall provide either a bilingual program or an ESL program or an IEP that meets the cultural and linguistic needs of the pupil. An IEP consists of a systematic individualized program of instruction designed to ensure equal educational opportunities for the pupil by promoting English language development and by sustaining normal academic achievement through the use of the pupil's primary home language for subject matter instruction to the extent possible.
Initial Assessment	The task of determining the language proficiency of a newly enrolled student whose primary home language is other than English (PHLOTE).
Interpreter	A person trained to translate orally or in sign in matters pertaining to the evaluation of limited English proficient students and special education evaluation and placement procedures for parents and students who converse in a language other than spoken English.
Local Education Agency (LEA)	A local school district or charter school. A school district is both a local educational agency responsible for the operation of its schools, and a sponsoring entity responsible for the oversight and administrative responsibility of schools it has granted charters. A charter school sponsored by a school district governing board and operated independent of the school district is the local educational agency unless otherwise specified in the charter contract. Charter schools sponsored and operated by a school district would be considered public schools of the local educational agency, and the school district governing board would remain the local educational agency unless otherwise specified in the charter contract.
Limited English Proficient (LEP)	"Limited English Proficient" is the term used by the federal government, most states and local school districts to identify those student who have insufficient English to succeed in English-only classrooms (Lessow-Hurley, 1991).
Minimum compliance	In all of the cases reviewed, standards prescribed by law or regulation were met.
NABE	The National Association for Bilingual Education (NABE) is a professional association of teachers, Administrators, parents, policy makers and others concerned with securing educational equity for language minority students.
Native language	Refers to the first language learned in the home (home language) which often continues to be the stronger language in terms of competence and function (Baker, 1993).

Noncompliance	Less than half of the cases reviewed met the standards prescribed by law or regulation.
Normal Curve Equivalent (NCE)	The Normal Curve Equivalent (NCE) is derived from the percentile rank. The NCE is a type of normalized standard score resulting from the division of the normal curve into 99 equal units. The NCE normalizes the score scale in order to enable the researcher to manipulate test data in various ways. Because of the equal interval nature, any difference, such as 5 NCE's has the same meaning, regardless of the part of the scale being referenced. There is a direct fixed relationship between percentile ranks and NCE's. (Stanford Achievement Test <u>Administrator's Interpretive Guide</u> . Harcourt Brace)
OBEMLA	The Office of Bilingual Education and Minority Affairs (OBEMLA) in the U.S. Department of Education was established in 1974 by Congress to help school districts meet their responsibility to provide an equal education opportunity to limited English proficient students.
OCR	The Office of Civil Rights (OCR), the U.S. Department of Education, has responsibility for enforcing Title VI of the Civil Rights Act of 1964. OCR investigates allegations of civil rights violation and initiates investigation of compliance with federal civil rights laws in schools that serve special student populations, including language minority students. The office has developed an outline of a model plan that spells out the elements that an alternative language program must include to meet federal guidelines.
Original Entry Codes	Codes E1, E2, or E3 are used for students enrolling in an Arizona public school for the first time during the current school year. The Primary Home Language of all original entries is reported annually on the Arizona Language Census and Program Report (ALCAP).
Parent Notification	The written communication from the teacher to the parent of the placement of a student in a bilingual education program, an ESL program or an IEP.
Percentile Rank	Percentile rank indicates the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade. The percentile rank corresponding to a given score indicates the percentage of students in the same grade in the norm group obtaining scores equal to or less than that score. (Stanford Achievement Test <u>Administrator's Interpretive Guide</u> . Harcourt Brace)
Partial compliance	More than half of the cases reviewed met the standards prescribed by law or regulation.

PHLOTE students	The designation given to students who answer any one of the three language questions on the student enrollment form with a language other than English.
Placement	The task of selecting a classroom schedule for a student which will provide appropriate instruction to allow the student to achieve academic progress and acquire English.
Primary home language	Language identified as the home language on the school enrollment form and the home language survey as prescribed by ARS 15-753.
Primary home language assessment	<p>Students who are classified as LEP shall be administered a primary language assessment in comprehending, speaking, reading and writing . Students in kindergarten and first grade and students whose primary language is not commonly written need not be assessed in reading and writing in the primary language.</p> <p>In the event no test is available in a particular language, a structured interview and academic evaluation shall be conducted by personnel with proficiency in the particular language.</p>
Provisional endorsement	A temporary certification for bilingual or English as Second Language endorsement which is valid for three years and is non-renewable.
Pull-out English as a second language	A type of program in which ESL students are pulled out of mainstream classrooms for special instruction in English (Snow, 1986).
Reassessment	Task of determining the English language proficiency and academic progress of students developing proficiency in English no less often than every two years. The intent is to gather information as to whether the student meets the established criteria for reclassification to English Proficient (EP)
Reclassification	The task of reviewing reassessment results to decide if a student meets the established criteria for designation as English proficient, and thereby prepared to handle the English curricula.
Review of program sufficiency	When, as a result of each reassessment, a student continues to be classified as LEP, a review of the program services offered must be conducted. The purpose of the program review will be to determine whether the program model and services selected for the student are being provided of the nature and to the extent necessary to afford the LEP student the opportunity to acquire sufficient English language and academic skills to enable the student to meet reclassification criteria.
SEA	State Educational Agency
Secondary bilingual program	A language learning program for grades 7-12 consisting of a structured bilingual program to promote English language proficiency and academic achievement through the use of the pupil's

primary home language for instruction in the elective and nonelective content courses required for graduation.

Sheltered English

An instructional approach used to make academic instruction in English understandable to limited-English proficient students. Students in these classes are “sheltered” in that they do not compete academically with native English speakers in the mainstream. In the sheltered classroom teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects (National Clearinghouse for Bilingual Education. (1987).

Student Enrollment Form

This form is used upon enrollment of a student for the first time in an Arizona district or upon returning from another district.

TESOL

Teachers of English to Speakers of Other Languages (TESOL) is a professional association of teachers, administrators, researchers and other concerned with promoting scholarship, the dissemination of information, and strengthening of instruction and research in the teaching of English to speakers of other languages and dialects.

TESL

Teaching English as a Second Language

Title VII

The Bilingual Education Act, Title VII of the Elementary and Secondary Education Act of 1968, established federal policy for bilingual education for economically disadvantaged language minority students, allocated funding for innovative programs, and recognized the unique education disadvantages faced by non-English speaking students. Reauthorized in 1994 as part of Improving America’s School Act, Title VII’s new provision restructured Title VII grants, increased the state role, gave priority to applicants seeking to develop bilingual proficiency, and opened up Title 1 to limited English proficient students (Crawford, 1995).

Transitional bilingual program

A transitional bilingual program consists of an organized program of instruction in which participating pupils receive instruction in and through English and the primary home language of the pupils.